

# Equality Statement Policy



Myton Park  
Primary School

Status	Date
Date issued	September 2022
Prepared by	Janis Williams
Review date	September 2024
Date adopted by Governing Body	SIC Autumn 2022

Together we Nurture, Inspire and Achieve

## **Myton Park Primary School** **Equality Statement**

The Equality Act 2010 was introduced fully in April 2011 and there is no longer a requirement that schools should draw up and publish equality schemes or policies. However, it is still good practice for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty. The protected characteristics for the schools provisions are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to pupils)
- Marriage and Civil Partnerships (not applicable pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils. We will have due regard to advancing equality of opportunity including making serious consideration of the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

### **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 and the Public Sector Equality Duties 2010. Myton Park is a Rights Respecting School and is currently assessed at Bronze, Rights Aware level.

## **Aims**

### **All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value.

### **We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

### **We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:**

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and transphobic harassment.
- Positive attitudes and understanding of those women pregnant or during maternity.

### **We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

### **We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

### **We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

### **Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

### **We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality.

## **Objectives**

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

## **The Curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our identified aims.

## **Ethos and organisation**

We ensure our aims apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement;
- pupils' personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community.

## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties. There is guidance in the staff induction on how prejudice-related incidents should be identified, assessed, recorded and dealt with. In essence, these incidents are recorded using CPOMS.

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

## **Roles and responsibilities**

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- respond to prejudice-related incidents that may occur;
- incorporate the principles of this policy into the curriculum;
- keep up-to-date with equalities legislation relevant to their work.

## Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. It is posted on the school website. All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

## Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

## Monitoring and evaluation

The headteacher along with relevant leaders in school monitor and evaluate the implementation of this policy. This enables school to effectively establish need within school and reflect this in our action plan.

Equality Strand	Objective	Responsible Person	Timeframe	Monitoring Arrangements	Success Indicators
Religion / Race	Gain a fully accurate picture of pupil and staff religions and race across school – in order to respond to their needs appropriately	EAL Lead / RE Lead	September 2022 onwards. To be updated as new children start school.	Headteacher to monitor and report to Governing Body.	Full overview of all races and religions in school.
Religion	Ensure all major religious celebrations are included in the assembly overview. That all religions within school are included.	RE Lead	September 2022 onwards. To be updated as new children start school.	Headteacher to monitor and report to Governing Body.	Full program of religious festivals promoted and celebrated across the year.
Religion	Gain pupil views about their own religion and how it is represented across school.	EAL Lead	2022/23 academic year and then ongoing reflections	Headteacher	Pupils and their families feel religion is valued and their needs understood.
Disability	Ensure disabled children access the curriculum	Headteacher SENDCO	Ongoing	SEND Governor	Curriculum and building meet

	fully and the school building and site meets need.				the needs of all children.  Children attend extra-curricular activities.
Gender Identity	Ensure school policies and procedures support children and adults who are proposing or making steps to live in the opposite gender.	Headteacher	Ongoing	Governing Body	Children and adults will feel supported and needs met.
Gender Identity	Ensure toilet facilities are available for children and adults who do not wish to be segregated by gender.	Headteacher PFI to ensure disabled toilet is always available.	Ongoing	Governing Body	A toilet facility is provided that allows for mixed gender usage.

This policy is monitored by the Governing Body and will be reviewed every year or before if necessary.



Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 12: Respect for children's views. Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Article 14: Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28: Every child has the right to an education.

Article 29: Aims of education. Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.



